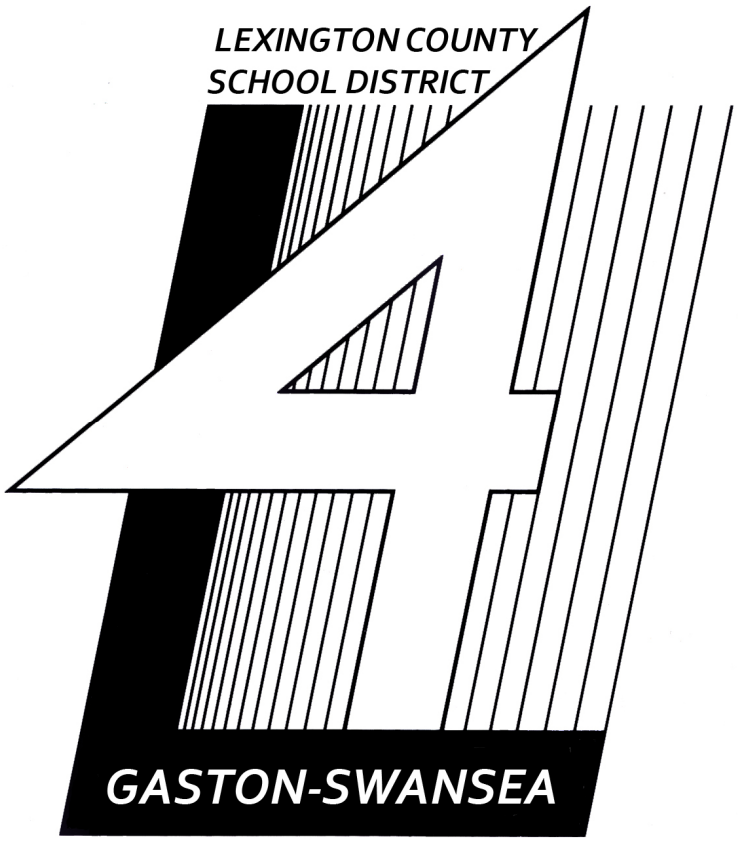
Technology Plan FY 2010-2013



www.lexingon4.net

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Table of Contents

Executive Summary

Following the framework developed by the document *South Carolina State Technology Plan 2009–13: Digital Resources Enabling Achievement*, Lexington School District Four has begun the journey of revising and developing an integrated technology plan. Our goal is to not only meet but to exceed requirements established by the Education Oversight Committee as well as the state strategic plan; the federal No Child Left Behind Act of 2001; and the provisos in the General Appropriations Bill titled "SDE: Teacher Technology Proficiency":

> To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XI.A.1 for school technology in the classroom and internet [*sic*] access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

Throughout the document, *Lexington School District Four Technology Plan 2010-2013*, the plan is correlated with key state and federal legislation, including legislative acts such as the Education Accountability Act and the No Child Left Behind Act.

This plan includes five core technology dimensions that must be addressed in order for our district to improve student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, action items, an evaluation plan, and benchmarks are given for each core technology dimension.

The five core technology focus dimensions developed by Lexington Four and the major goals set forth for these areas are as follows:

<u>Technology Dimension 1: Learners and Their Environment</u>
Goal: Student learning communities use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of becoming lifelong learners.

<u>Technology Dimension 2: Professional Capacity</u>
Goal: Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments.

<u>Technology Dimension 3: Instructional Capacity</u>
Goal: Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system

<u>Technology Dimension 4: Community Connections</u>
Goal: Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

Technology Dimension 5: Support Capacity
Goal: All learning communities have equitable access to diverse, quality technology and timely technical support.

Each of these goals is followed by recommended implementation strategies and considerations that reflect aspects of the particular core dimension. Provided at the end of the five dimensions sections in the document is a cumulative list of benchmarks that are selected to enable the technology planning committee to validate progress on an annual basis and are updated annually to reflect the district's current needs and progress. Ensuring accountability, increasing access, and funding strategies are addressed plan.

Technology Plan Team Members

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Background Information

District Vision Statement:
Shaping a culture of learning drives our passion to promote employee quality.

District Mission Statement:
Our mission is to establish high standards by creating a learning environment which ensures student performance at the highest levels.

District Overview:
Lexington School District Four is located in the Midlands of South Carolina. It covers 87 square miles and has an estimated population of 15,350. It is within a 30-minute commute of 13 institutions of higher learning, including the University of South Carolina; 5 museums; 2 planetariums; 4 live theaters; 9 parks; Riverbanks Zoo, one of the top ten zoos in the country; Lake Murray with approximately 520 miles of shoreline; Columbia Metropolitan Airport with more daily arrivals and departures than any other airport in the state; and local businesses offering a variety of goods and services to meet the needs of local residents. Medical services including dentists and large regional medical centers are conveniently available. Legal and accounting services are available, as well.

Lexington School District Four is comprised of 6 schools with a total enrollment of 3,519. A seventh school campus is in construction with a start date of August 2010. With the beginning of the 2010-2011 school year, campuses will be restructured to include a Freshman Academy, Early Childhood Center, Primary School, Elementary, Intermediate, Middle and High. The percentage of students eligible for free and reduced cost lunches is 72%. The number of English as Second Language (ESL) students is 115. The dropout rate is 39.2%; the graduation rate is 65.2% and the district E-rate discount is 80%.

<u>2009-2010 – Schools in Lexington District Four</u>
Swansea Primary School, 1195 I. W. Hutto Road, Swansea SC 29160; Grades 3K-02
Sandhills Elementary School, 130 Lewis Rast Rd, Swansea SC 29160; Grades 03-04
Frances Mack Primary School, 161 Gaston St, Gaston SC 29053; Grades 3K-02
Sandhills Middle School, 582 Meadowfield Rd, Gaston SC 29053; Grades 07-08
Sandhills Intermediate School, 140 Lewis Rast Road, Swansea SC 29160; Grades 05-06
Swansea High School, 500 East First St, Swansea SC 29160-9004; Grades 9-12

<u>2010-2011 – Schools in Lexington District Four</u>
Early Childhood Center, 135 Lewis Rast Rd, Swansea SC 29160; Grades 3's, 4's, 5K
Sandhills Primary School, 140 Lewis Rast Rd, Swansea SC 29160; Grades 01-02
Sandhills Elementary School, 130 Lewis Rast Rd, Swansea SC 29160; Grades 03-04
Frances Mack Intermediate School, 161 Gaston St, Gaston SC 29053; Grades 05-06
Sandhills Middle School, 582 Meadowfield Rd, Gaston SC 29053; Grades 07-08
Swansea High Freshman Academy, 1195 I.W. Hutto Rd, Swansea SC 29160; Grade 09
Swansea High School, 500 East First St, Swansea SC 29160-9004; Grades 10-12

Current State of Technology – Assessment and Needs:

Current Instructional and Administrative Technology Needs

- Complete instructional technology procurement (i.e. smart boards, projectors, etc.)
- Convert to Active Directory
- Increase wide-area network bandwidth and reliability
- Expand technology support staff
- Upgrade district switches
- Improve district disaster recovery tools

Current Technology Systems

- District Intranet
- PowerSchool
- Destiny Library Management
- IP accessible Video Surveillance Systems
- TestView
- Identification Card Database
- ETV Digital Video Streaming System
- Voice-over IP Telephony Systems

Current Instructional and Administrative Technology Support Strategies

- One computer technician/intern for every three schools
- Additional network support staff centrally located
- One certified technology integration specialist districtwide and 1 each for SIS, SMS, & SHS
- District-level interdisciplinary team for planning and implementation

Current Technology Assessment Methods

Lexington Four utilizes district-level surveys and online surveys provided through Project Tomorrow (formerly NetDay Foundation) in the form of National Speak Up Day for use with its staff and students. The Speak Up data is used in the district and school-level technology planning process. The student data from these surveys are commonly reviewed within our Professional Learning Communities and are used to guide teaching practices. The Speak Up data also allows school leaders to understand the array of interests and ability levels of its students in regard to technology as well as target potential areas of concern for the school. For example, when analysis of the 2008 school data revealed that 36% of the students use the Internet to do homework, the district's *Online Assignments System* for students became a priority. This finding supported the principals' initiative of using and updating the online assignments page in a timely manner and helped to correct the misconception many teachers had, believing that students did not use the Internet for homework. The 2008 Speak Up Data indicated that 57% of the parents felt that effective integration of technology within the instruction was important to their child's success. Also, 43% of parents believed technology enabled their child to be more organized in their assignments and ideas. With the transition to PowerSchool, additional information beyond a list of upcoming assignments is now available to students and parents to include attendance and grades. Schools are actively promoting this web resource as parents call or visit the school.

Technology Plan

Technology Mission: Our mission is to provide the technology tools and training needed to fulfill our district strategic objectives and grow 21st century learners.

How the Plan Was Developed:

This plan is the collaborative effort of the district instructional technology staff. The primary content was developed by the district's technology coaches with leadership from the associate superintendent. The plan aligns the district's technology focus dimensions with the district strategic plan and current instructional initiatives. Additional input was requested from the public via posting of the district's draft plan to the district website as well as presentations to the school board and district's consolidated school improvement council.

Technology Dimension 1 – Learners and their Environment

Goal

Student learning communities will use technical tools to engage in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of becoming lifelong learners.

Snapshot of Current Technology Use

Lexington School District Four is fostering the effective use of technology to support teaching and learning throughout the district. Technology resources are now widely available in our schools. Lexington Four is implementing the use of portfolios and other performance-based methods to conduct needs assessments and to measure students' technological proficiency.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. Integrating technology into the core curriculum is a major focus of technology initiatives in Lexington Four.

State and federal grants such as the Enhancing Education Through Technology (E2T2) grant have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. Lexington Four teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all learning areas. Our students are ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

According to the 2008 Speak Up Day Results, 71 percent of Lexington Four students perceive themselves to be proficient in "technology basic tools," "multimedia," "communication," and "research tools." Over 78 percent of Lexington Four students use the Internet for educational purposes.

According to the 2008 Speak Up Day Results, 50 percent of Lexington Four's parents feel technology should be integrated throughout the day. Lexington Four has held technology evenings to allow students and parents' access to technology. Through grants and other sources of technology funding, Lexington Four has utilized mobile laptop carts and computer labs in every school to make computers accessible to the maximum number of students and to allow technology to touch every aspect of the student's environment including home, school, and community. All school buildings are linked to the DISCUS databases to enable educators, parents, and students to access a wide range of information and learning resources.

The objectives that follow should ensure that Lexington Four reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

Objectives and Strategies

Objectives	Strategies
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	A. Provide opportunities and resources to schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core-content areas B. Conduct student projects that will yield sustained, engaged learning and collaboration in core-content areas C. Have students present their collaborative projects to identified audiences D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	A. Develop technology-enhanced learning activities aligned with state standards in core-content areas B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies C. Maintain a districtwide school technology coaches and/or form districtwide technology integration teams to offer guidance to schools, educate teachers, and help ensure that Year at a Glance, curriculum maps, (YAG) and activities incorporate a variety of technologies, including those appropriate for students with special needs
1.3 Students will demonstrate technology competence by the end of the eighth grade	A. Create and use lesson activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks B. Measure student technology proficiency by using performance-based assessments via Student ePortfolio provided by SDE C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration

1.4 The school district and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research B. Adopt grade-level-appropriate ISTE standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to succeed in an information-rich global society

Action Items

- The school district should coordinate access to an on-line/Intranet/Network database of technology-infused lesson plans and classroom examples across the core-content areas in alignment with the state academic standards.
- The school district should provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core-content courses at all grade levels.
- The district should develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The school district and the schools should ensure improved student achievement test scores in the core-content areas, increased student access to technology, and increased student access to technology outside the school environment.
- The school district will continue to utilize SDE's Student ePortolio system to document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology evaluation at the completion of the fourth and eighth grades should be used to assess student technology proficiency and the effectiveness of the assistive technology tools used by students with special needs.
- Students should be given opportunities to assess the effectiveness of technology tools, including a variety of assistive technology tools, being used for classroom activities.
- The district should complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.

Implementation Items

District

- Assign school technology coaches and/or form districtwide technology integration specialist teams to offer guidance to schools
- Assign assistive technology leaders to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals special needs
- Offer professional development courses using innovative delivery strategies
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media
- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
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Schools

- Recognize exemplary student technology projects
- Hold “Technology Nights” , “Technology Days” and “Lunch and Learn” sessions that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media
- Offer courses to the community utilizing various forms of technology uses

Funding Considerations

District

- Technology coaching staff
- Technology course development
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

Schools

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

Evaluation Items

- Statewide achievement test scores
- District report cards
- Technology survey
- Student portfolios
- Observations and interviews
- Anecdotal records
- Documented access to on-line resources
- Listing of recognition programs

Technology Dimension 2 – Professional Capacity

Goal

Teachers and administrators have technological literacy development opportunities to become proficient in the integration of technology as a tool for enhancing student-centered instructional environments

Snapshot of Current Technology Use

Meaningful, sustained professional development is the key to ensuring that Lexington Four educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. Lexington Four continues its commitment to professional development by supplying resources, training, and support to enable the district's educators to use technology effectively.

According to the 2008 Speak Up Day Survey 94% teachers communicate using email, IM, or text messaging. Eighty-six percent felt confident when using basic technology tools for research, while 91% felt they were average or above in technology use. An average of 61% of teachers use multimedia tools on a frequent basis and 13.9% naturally use technology in the classroom.

The 2008 Speak Up Day Survey also indicated 94% of teachers frequently use the Internet at home. All teachers use technology in student management and 86% of teachers use the Internet with students in research.

Lexington Four has professional development offered during school hours via the use of a technology coach providing job embedded training and also on days when school is not in session. Other opportunities exist through the regional technology specialists and district office staff development coordinator.

South Carolina K–12 School Technology Progress Report for FY 2008 (SDE 2008) demonstrated that South Carolina's collaborative School Technology Initiative has helped the state to be recognized as a national leader in technology. South Carolina has set technology use expectation guidelines in the teacher technology proficiency proviso, which is designed to ensure that proper technology integration is taking place in classrooms. Lexington Four is responsible for developing a teacher professional development plan to address the requirements of the technology proficiency proviso. Current teacher proficiency district data show that 73 of the district's 195 continuing contract teachers are deemed technologically proficient. However, Lexington Four expects to see that number dramatically increase in 2010 with the funding of a district technology coach and the establishment of school technology lead teachers.

Additionally, Lexington Four has provided technology professional development activities such as graduate technology courses. The district's training activities and expenditures are documented using the SDE's Teacher ePortfolio system. Also, the system provides access to the state's on-line professional development, which enables the Lexington Four to share best practices and innovations in technology professional development.

In addition, the district to participate in outside training such as Microsoft and Cisco Certification courses, PowerSchool Webinars, Internet development courses, Verizon's Thinkfinity, and the SDE Online Learning courses.

Institutions of higher education in South Carolina have been invaluable in providing technology professional development opportunities for the district's technology coach. Lexington Four makes use of the PBS Teacherline on-line course offerings, SC Online Learning course schedule via the SDE, as well as SEIR-TEC course offerings. The district also utilizes the resources offered by South Carolina Educational Television (SCETV) such as the statewide Teacher Training Institute to train teachers in the use of technology in mathematics and science courses and StreamlineSC.

Lexington Four utilizes the opportunities provided by conferences. District technology leaders attend EdTech, which is the largest educational technology conference in the state hosted by the South Carolina Association for Educational Technology.

The use of technology in Lexington Four classrooms is encouraging. The 2008 Speak Up Day Survey indicated that the district teachers believe that effective integration of technology into instructional activities across the curriculum is important. In this new era of accountability, more funds will be devoted to professional development with emphasis on showing the impact that training activities for educators have had on student achievement. Sixty-four percent of teachers state they are willing to grow professionally in their technological knowledge and skills. Professional development is a continuous, long-term commitment for the district so that greater teacher proficiency and increased student performance can be realized.

Objectives and Strategies

Objectives	Strategies
2.1 Lexington Four will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	A. Utilize ePortfolio to allow teachers to demonstrate ongoing proficiency in integrating instructional technology standards. B. Include in district staff development plans, a framework for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency C. Utilize ePortfolio to allow district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A).
2.2 Lexington Four will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	A. Hire full-time technology coaches or appoint school technology leaders to assist with basic technology skills and the integration of the technology into classroom instruction in every school B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis

	on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas
2.3 Lexington Four will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from the technology leadership B. Provide professional development for district staff and teachers to be part of assistive technology assessment teams C. Provide the training needed to ensure the accessibility of electronic and information technology to students with special needs D. Provide the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs
2.4 Lexington Four will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff B. Provide a list of professional development opportunities on Verizon's Thinkfinity and publicize other recognized professional opportunities for educators via district Intranet, newsletters, and district listserv. C. Provide professional development opportunities focused on aligning state technology standards with state content standards D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K–12 curriculum E. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive online access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the art training centers

	in their particular geographic areas
2.5 Lexington Four will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.	A. Incorporate instructional technology assessment into current teacher and administrator evaluation processes B. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms

Actions Items

- Technology leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- Lexington Four should utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.
- An assistive technology specialist and an assistive technology assessment team should be developed within the district.
- Lexington Four School administrators will submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is reviewed as part of the administrator's annual evaluation.
- Lexington Four will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- Lexington Four should provide training in accessibility issues involving applicable state and federal legislation.
- Teachers will take advantage of ePortfolio to create portfolios that include sample lesson plans indicating increased technology integration across the core-content areas in alignment with the state academic standards.
- Lexington Four will implement ePortfolio's online assessment instruments to determine teachers' level of technology proficiency.
- Lexington Four will utilizeePortfolio to track district professional activities completed each year in conjunction with district evaluation procedures that include an instructional technology component.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

Implementation Steps

District

- Submit a technology plan to the SDE for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Develop and implement GBE template/guidelines for technology integration goals

- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

Schools
- Submit a technology plan to the district office
- Continue use of technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

Funding Considerations

District
- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

Schools
- Committee development of district technology plans
- School technology leader salary or stipend
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

Evaluation Items

- Statewide achievement test scores
- District report cards
- Professional development tracking and surveys
- Teacher technology proficiency proviso forms

- Teacher and administrator portfolios
- Observations and interviews
- Anecdotal records
- Documented access to on-line resources
- Technology assessments

Emphasis Item 3 – Instruction Capacity

Goal

Teachers use technical tools to engage students in authentic knowledge building, inquiry, problem solving, exploration, experimentation, reflection and collaboration in the process of building lifelong learners at all levels of the system.

Snapshot of Current Technology Use

Lexington Four has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. Within the schools, technologies such as laptop carts, computer labs, handhelds on carts, benchmark software, and SMART Interactive Whiteboards are used frequently as apparatuses for learning. Grants continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, graphing calculators with probes, laptops and webcams.

The technology coach has played a major role in placing Lexington Four at the leading edge of technology in the classroom since the 2001-02 school year. The 2008 Speak Up Day Teacher respondents indicated that—through cooperative learning, engaging activities, and mentoring—they used technology to enhance the teaching of critical-thinking and real-world skills. Fifty-eight percent of teachers create or gather lesson plans, classroom materials and/or tests via the Internet. Teachers believe curriculum-focused technology tools to support the core-subject areas is a vital part of the students' educational process.

Lexington Four implements the use of the VBrick system installed by SCETV at each of its schools. Three schools make use of the free cable in the classroom opportunities that allow them access to educational programs not included in the SCETV programming. District administrators take advantage of training opportunities via the digital education services (DES) operating across the state that offer short distance-learning courses. Lexington Four Teachers implement lessons from SCETV's Creative Services Department that provide digital content, tied to the South Carolina curriculum standards, through its Knowitall Web portal at http://www.knowitall.org.

Lexington Four provides teachers with yearly training on the South Carolina State Library's virtual library, DISCUS. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents.

Almost all districts in the state take advantage of E-rate discounts. These discounts are used to help pay for Internet access for every school in the state. Lexington Four schools use E-rate for internal connections, which include telecommunications service. Money saved on these services is then put back into the classroom via equipment and software purchases. E-rate discounts have allowed the district to better utilize maximized budgets to provide network upgrades, additional classroom workstations, and other technology equipment.

Teachers use Pearson Benchmark and the Measure of Academic Progress (MAP) assessments to gauge the progress in the core-content areas and to formulate a learning plan for each

student. TestView is utilized as a data collection tool that allows teachers to evaluate and modify the learning process for the individual students.

The teachers of Lexington Four have made great strides in their instructional technology efforts and have a solid foundation. The district will continue to provide appropriate professional development and to decrease the digital equity gap in order to reach all students regardless socio-economic status. Educators need to use technology for student data management to streamline administrative duties in order to be able to spend time more time on teaching the state's academic standards. Teachers will continue to be trained to use data to make informed decisions for continuous improvement and change.

Objectives and Strategies

Objectives	Strategies
3.1 Lexington School District Four will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	**A**. Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning **B**. Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision making, and problem-solving skills.
3.2 Lexington School District Four will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals.
3.3 Lexington School District Four will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
3.4 Lexington School District Four will provide and support a variety of multimedia equipment and software for teaching and learning.	**A**. Communicate via the district technology plan a vision for multimedia infrastructure designed to support instruction. **B**. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives

Action Items

- The district will conduct technology-planning meetings to address curricular design, instructional needs of all teachers, instructional strategies, and appropriate learning environments.
- Technology-planning meetings will be conducted to address the inclusion of appropriate assistive technology into curricular design, instructional strategies, and learning environments (general and special education).
- The district will pursue funding opportunities such as grants to provide funds to acquire and maintain hardware and software for use in classroom instruction.
- Funding opportunities such as grants will be used acquire and maintain assistive technology for use in classroom instruction and home access when appropriate.
- Student portfolios should display products resulting from the integration of technology into the core-curriculum areas and documentation of student presentations that illustrate the ability to synthesize and analyze information.

Implementation Steps

District

- Conduct technology curriculum planning meetings
- Utilize the SDE ePortfolio system for gauging teacher technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

Schools

- Conduct technology curriculum planning meetings
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

Funding Considerations

District

- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Fourth grade and Eighth grade proficiency measurement
- School technology leader implementation
- Professional development

Schools

- Committee development of district and school technology plans
- School technology leader implementation
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Professional development

Evaluation Items

- Statewide achievement test scores
- District report cards
- Professional development tracking and surveys
- Teacher technology proficiency proviso forms
- Teacher and administrator portfolios
- Observations and interviews
- Anecdotal records
- Documented access to on-line resources
- Technology assessments

Emphasis Area 4 – Community Connections

Goal

Stakeholders have technological literacy development opportunities to develop an awareness of technology as a tool that supports student learners.

Snapshot of Current Technology Use

Lexington School District Four has employed various strategies to provide students, parents, and community members with after-hours access to technology that extends beyond the school day.

As expressed in the vision statement, Lexington Four states that "Shaping a culture of learning drives our passion to promote employee quality." The use of technology will help Lexington Four realize their vision of preparing and connecting young people to the workforce of tomorrow. The appropriate use of technology will bring students, parents, and the community closer together while promoting reaching beyond the district's geographical barriers to embrace progress in the global economy.

The district will seek to adapt with technology changes business real world applications. Two of the biggest industries in the area are a part of the larger Lexington Four community – Lexington Medical Center and Columbia Metropolitan Airport. Both of these facilities interact with students, faculty, and administration to transfer real world application.

Lexington School District Four takes advantage of area partnerships that encourage the use of technology such as SCETV, National Career Assessment (Kuder) and SCOIS. Through these partnerships, the district is able to bring global knowledge and skills to our small, rural community. Lexington Four works directly with the Midlands Area Business Alliance to connect students, parents and educators to career opportunities through business partnerships, training and resources.

Grants have also been a major catalyst for community and business partnerships. The Technology Opportunities Program, administrated by the SDE, trains parents and provides laptops for high-need districts in the state. Additionally, the Round 8 Enhancing Education through Technology (E2T2) grant strongly encourages and rewards districts who form school-to-school, school-to-community, and/or school-to-business partnerships. Currently, the district has partnered with the Lexington County Library Gaston and Swansea Branches to promote after-hours access and parent involvement.

Objectives and Strategies

Objectives	Strategies
4.1 The district will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term *community* includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education and other area school districts.)	A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement B. Form district-community partnerships to help research and evaluate school and district technology projects C. Provide recognition/reward programs and/or incentives for partnerships showing impact D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education F. Partner with Midlands Education and Business Alliance to take advantage of resources available for students who seek Information Technology as a career. G. Train faculty and staff to assist students in an electronic job search.
4.2 The district will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications B. Compile a database of organizations, institutions, and initiatives of willing partners, capitalizing on all of the resources available to the community. C. Partner with nearby school districts and Midlands Technical College as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs D. Utilize services such as SCETV, National Career Assessment (Kuder), and SCOIS. E. In cooperation with SCETV and local cable television systems, provide distance learning activities. F. Coordinate 24-hour access to education resources through home computers, and other technologies.

4.3 The district will provide after-hours training and community access to labs, media centers, and classrooms.	A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members B. Create opportunities for access to facilities for after-hours assistive technology training for students, parents, teachers, and community members C. Explore the feasibility of an electronic mentoring program that links students and business mentors electronically. The purpose of the communication is career mentoring. D. Provide for district and school personnel to attend state and national conferences and training programs for education technology E. Establish and maintain partnerships with business and industry to provide training and support resources for teachers, media specialists, and district staff.
4.4 The district will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	A. Provide home access to State Library DISCUS databases to facilitate student information B. Provide parents with the capability of accessing Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community

Action Items

- The district and schools should initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools should develop a rubric to measure the success of their community partnerships.
- The district and schools should publish school lab schedules showing after-hours technology access and training.
- The district should maintain logs of professional development, community offerings, and internship opportunities in technology.
- The district should maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The district should publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The district should seek examples of successful community partnerships and the results of their efforts.
- The district should engage possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Digital Educational Services (DES)

    - Instructional Television (ITV)
    - School Technology Initiative
    - South Carolina Assistive Technology Advisory Committee
    - South Carolina Assistive Technology Project
    - South Carolina Commission for the Blind
    - South Carolina Department of Disabilities and Special Needs
    - South Carolina Department of Education
    - South Carolina Educational Television
    - South Carolina State Library
    - South Carolina Vocational Rehabilitation Department
- The district should utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

Implementation Steps

District

- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

Schools

- Distribute parent and community information through report cards, PowerSchool, and websites
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

Funding Considerations

District

- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

Schools

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

Evaluation Items

- Statewide achievement test scores
- Community technology access surveys
- Lab, media center, and classroom schedules
- SDE Technology Counts survey
- School technology plans
- Observations and interviews
- District and school Web site information
- Documentation of offerings provided via innovative delivery methods
- Districts and school list of grants and community partnerships

Emphasis Item 5 – Support Capacity

Goal

All learning communities have equitable access to diverse, quality technology and timely technical support.

Snapshot of Current Technology Use

Lexington School District Four recognizes the vital role technology holds as a tool for achieving educational successes. Evidence of the technology as a tool can be seen in every classroom in the district. Every classroom in the district schools currently has a range of one to three computers. All students have access to a computer lab in each school. The district has also implemented solid, stable local area networks at each school and an equally fortified wide-area network to join the campuses.

In 1996-1997, Lexington Four began its journey into connectivity in earnest. With the assistance of funds designated by the state for this purpose, the district began building the infrastructure necessary, one school at a time. When the funding ran out, the district sponsored SCINET days and utilized volunteers to build the wiring infrastructure. Servers were purchased, software upgraded and systems placed in preparation for connection to the Internet and the district wide-area network. 1997-1998 brought the installation of the first T1 lines in all schools in the district and whole school and district access to the web. During 1998-1999 Lexington Four staff applied for and received the first of several Educational Technology grants from the State Department of Education to continue the addition of workstations to classrooms and adding technology tools to the classroom toolbox. Since then the journey has been punctuated by needed upgrades resulting from increased demand on network facilities. The addition of more sophisticated and educationally appropriate software and web tools has also kept the systems in constant use. In 2000, Lexington School District Four implemented an online work order system for technology work orders. Additional staff was also added to assist with the management and maintenance of the district systems. 2004-2005 brought the upgrade of the district WAN from a single T1 to 45Mb wireless and the Internet access level was upgraded from a T1 to 6mg via multiple T1's. Usage districtwide has increased by leaps and bounds as teachers take advantage of available services from SDE, ETV and other web-based resources. This need lead to an upgrade in Internet bandwidth in 2006 to the new state standard of 10Mb MetroE. Use of SmartBoard technology was implemented with Title I and Title VI funds beginning in 2006. The district quickly realized the advantages of adding this technology to additional classrooms and implemented a plan to install Smart Boards in every classroom; K-12. Each classroom will have a SmartBoard and projector by the end of the 2010-2011 school year. Many software programs have been upgraded to web-based programs given that the bandwidth need to operate these programs is now available.

With increased network and WAN capabilities we now plan to integrate telecommunications into the district network with installation of Cisco 3825 Voice Bundle with Call Manager Express at each location. The district will complete the implementation of this VoIP system by the end of the 2010-2011 school year.

The district continues to apply for grants, participate in E-rate programs and utilize other funding sources as the become available to refresh existing tools in the classrooms. The district strives

to participate in early compliance as new requirements and data needs arise from the Federal No Child Left Behind legislation. Lexington School District Four also participates in and implements upgrades to the state sponsored student management system.

Objectives and Strategies

Objectives	Strategies
5.1 Lexington Four will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources C. Create a district strategic plan for acquiring and implementing the technology, including assistive technology, that is required to provide universal access to network resources D. Develop the district strategic plan and include in the plan a mechanism for review and revision as needed E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds
5.2 Lexington Four will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	A. Communicate in the district technology plan a vision for multimedia infrastructure designed to support instruction B. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction D. Research and implement an integrated

	network infrastructure capable of utilizing all distribution modules E. Use bundled distribution packages as a primary means of distribution to manage fully converged networks F. Install and maintain networks, virus protection, and Internet filtering according to industry standards by implementing systemic, state-of-the-art network security tools at all levels of access to LANs, WANs, and other networks
5.3 Lexington Four will have qualified technical staff, including one networking engineer per WAN, one networking technician per LAN, and one end-user support technician per every five hundred users as recommended by SDE guidelines.	A. Identify fund sources to provide additional technicians.
5.4 Lexington Four will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.	A. Ensure that disaster recovery plans are included in the district technology plan B. Ensure that schools will have electrical distribution systems that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely
5.5 Lexington Four will implement an obsolescence and upgrade plan to replace and recycle equipment and software.	Ensure that the obsolescence and upgrade plans are included in the district technology plan
5.6 Lexington Four will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.	Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum

Action Items

- The district should update the technology inventory database to include assistive technology and detail the applications at each school.
- The district should maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.

- The district should include in their local budget line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- A procedure for the perpetual review of equipment used in multimedia development processes should be published. Reviews should quantify equipment and processes by their impact on teaching and learning.
- The district should maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- Technology plans should include:
    - a strategic vision for building a multimedia infrastructure to support instruction.
    - a disaster recovery plan.
    - an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
    - security accountability, virus protection, and Internet filtering guidelines.
- The district should have records to show that they have assessed their current LAN/WAN technology.
- The district should ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- The district should provide UPS (uninterruptible power supply) systems for all critical equipment.
- Staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- The district should designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

Implementation Steps

District

- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning
- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs

Schools

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

Funding Considerations

District

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology director and networking technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

Schools

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at http://www.classroomtco.org]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

Evaluation Items

- Statewide achievement test scores
- District report cards
- Professional development tracking and surveys
- Observations and interviews
- Documented access to technology resources
- District, school, and community surveys
- School technology and improvement plans
- Documented access to technology resources
- Technology needs assessments
- SDE Technology Counts on-line survey
- Budget data
- State personnel reports

Budget Summary

Budget Planning Sheet

		2010/2011		
Workstations				
	Business Ed	**SHS 165 - 31 plus printer**	**$32,000**	**CATE**
	DO			
	SHS	**Classrooms – 60 (Deferred 2011-2012)**	**$60,000**	**General Fund**
	SMS			
	SIS			
	SES	**Classrooms – 33 (Deferred 2011-2012)**	**$33,000**	**Lottery**
	FPS	**Classrooms – 46 (Deferred 2011-2012)**	**$46,000**	**Lottery**
	SPS			
	Food Services			
	FirstSteps			
	Life Long Learning			
	Child-Development Center			
	Laptops			
Servers				
	DO			
	SHS			
	SMS			
	SIS			
	SES			
	FPS			
	SPS			
	Life Long Learning			
	ECC	**1**	**$7,000**	**Bond**
	Finance			
	LightSpeed	**1**	**$7,000**	**General Fund**
Network				
	Switch - Replace 15 a year	**Switches (Deferred 2011-2012)**	**$0,000**	**E-Rate**
	Phone Systems			
	Firewall			

Printers				
	DO	**8 (Deferred 2011-2012)**	**$8,000**	**General Fund**
	SHS			
	SMS	**6 (Deferred 2011-2012)**	**$6,000**	**General Fund**
	SIS			
	SES			
	FPS	**6 (Deferred 2011-2012)**	**$6,000**	**Lottery**
	SPS	**6 (Deferred 2011-2012)**	**$6,000**	**Lottery**
	Life Long Learning			
	Child-Development Center			
Software Maintenance				
	Cisco		**$25,000**	**General Fund**
	LightSpeed	**5-Year Contract**	**$40,000**	**E-Rate**
	Follett		**$5,000**	**General Fund**
Instructional				
	Pearson Benchmark		**$23,000**	**General Fund**
	Scanners			
	Supplies		**$4,000**	**General Fund**
	MAP		**$36,000**	**State Formative Assessment**
	Total		**$374,500**	

Evaluation

Benchmarks 2010-2011

In concert with the data points included in each dimension, the following benchmarks will be used.

Learners and Their Environment
Student Achievement improvements with technology are to be determined by the district division of Instruction.

Professional Capacity
Increase professional capacity for teachers as well as administrators through professional development within the needs of the schools.

Instructional Capacity
Instructional capacity will be increased through the use of technology. Students will be able to self-monitor and adjust their educational needs as they gain understanding and awareness.

Community Connections
Involve Parents and Community at the school level. Refer to the local school plans for details.

Support Capacity
Maintain and improve existing support systems, review all systems for viability and functionality.

Plan Updates

This plan will be updated annually and revised within three years. The Associate Superintendent, CIO, and Instructional technology staff will be charged with these updates.

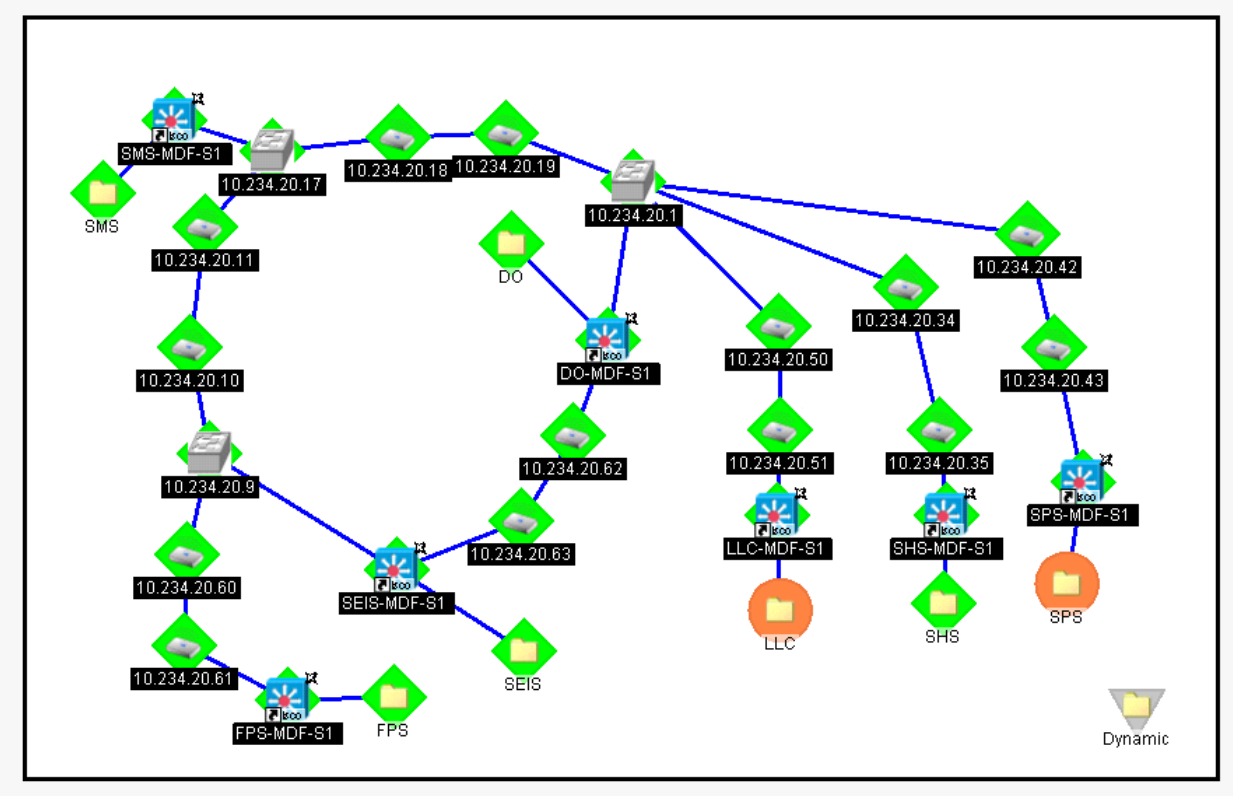
Attachment 1: Technology Inventory & IT Skills Inventory

	How many?	Date Obtained
1. Client Devices & Software		
Client Devices		
Public PCs	246	2004
	217	2005
	192	2006
	220	2007
	94	2008
	198	2009
Staff PCs	128	2007
	70	2008
Client Software		
Office XP	377	
Office 2003	589	
Office 2007	407	
2. Servers and Printers		
Servers		
Physical Servers:	13	
Virtual Servers:	23	
Printers		
Networked Monochrome :		
Networked Color:	6	
Standalone Monochrome:		
Telecommunications Services		
Telecommunications lines (voice and data)		
Voice/fax telephone	68	
Wireless service telephone (cellular phones, pagers, etc.)	44	
Leased data circuits (i.e., WAN & Internet)	8	
VoIP Systems	8	
Distance Learning		
High bandwidth, video conferencing links	1	
Video retrieval service providers	1	
Satellite service providers for distance learning	1	
Internal Connections		
Equipment		
Switches – #	86	
Routers - #	7	
Data wiring – what kind?	Cat5e/Cat6	
Network servers - #	13 physical/23 virtual	
Internet Access		
Direct connections (MPLS)	1 (10Mbs)	
Direct connections (T1, 56kbs, ISDN lines)	0	

Technology Staff Skills

Ability	Skill needed	Skill Available In-House?	Contracted additional tech support?
Technical Staff Skills			
PC Skills			
Install & Configure hardware		Yes	
Load & update software		Yes	
Troubleshoot & repair problems		Yes	
LAN Skills			
Design Network		Yes	
Install & configure hardware		Yes	
Load & update software		Yes	
Troubleshoot & repair problems		Yes	
WAN Skills			
Install & configure hardware		Yes	
Load & update software		Yes	
Troubleshoot & repair problems		Yes	

Attachment 2: Network Diagram



Attachment 3: Internet Use Policy

Policy IJNDB Use of Technology Resources in Instruction/Acceptable Use

Purpose: To establish the board's vision and the basic structure for the use of technology resources in instruction.

The district defines electronic communications as the use of technology equipment for communicating with people or computers. This communication may be for the purpose of sending, receiving or storing information as well as operating software. Some examples of electronic communications include the use of electronic mail systems, searching the Internet for information or applying computer software to teaching, learning and administrative tasks.

Data management consists of activities involved in sending, receiving or storing data. Data can be found in many different forms such as software, graphics, text, video and audio. These types of data are capable of being stored on computers or portable media such as floppy diskettes, magnetic tape or CD-ROM.

Availability of access

Access to the district electronic communications system, including the Internet, will be made available to students and employees for instructional and administrative purposes and in accordance with administrative rules and regulations.

All users will be informed of all administrative rules and regulations governing use of the system and are expected to comply with such regulations and guidelines. Noncompliance with regulations will result in disciplinary action consistent with district policies and rules regarding the conduct of students and employees.

Accessing inappropriate sites

The Internet can provide a vast collection of educational resources for students and employees. It is a global network that makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that is not of educational value.

Student Internet activities will be monitored by the district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access.

The district will provide reasonable notice of and at least one public hearing or meeting to address and communicate its Internet safety measures.

Acceptable use
The district will develop and implement administrative rules and regulations and user guidelines consistent with the purposes and mission of the district and with law and policy governing copyright.

Monitored use

Electronic mail transmissions and other use of the electronic communication system by students and employees will not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for educational or administrative purposes.

Disclaimer of liability

The district will not be liable for users' inappropriate use of the district's electronic communication resources, violations of copyright restrictions, mistakes or negligence or costs incurred by users. The district will not be responsible for ensuring the accuracy or usability of any information found on the Internet.

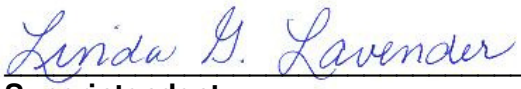
Full policy available at https://www.lexington4.net/ under the School Board Section.

Certification

This Technology Plan has been reviewed and submitted on behalf of Lexington School District Four.

Signatures:

Chief Information Officer — **Date:** March 12, 2010



Superintendent — **Date:** March 12, 2010